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## ABSTRACT

This study reports the results of a year long investigation conducted by the Research and Development Center of Roosevelt University, College of Education. The study was designed as an inquiry into the first year of a school system's attempt to implement a program of continuous progress for inner-city elementary school students in the city of Chicago. The Continuous Progress Program (CPP) employs the concepts of mastery learning in an individualized instructional setting, based on the following concepts: learning is continuous; skills development proceeds in a spiral sequence; instruction is tailored to the individuals' needs; and each child must have opportunities to experience success. The eight chapters examine such topics as teachers' attitudes toward change; teachers' perceptions of CPP; administrators' perceptions of CPP; differences between key informant teachers' perceptions of CPP in five categories; classroom management of CPP; individual instruction at Johnson school; and the conclusions and recommendations of this study. At the time of this evaluation, both classroom observations and teacher and administrator interviews revealed the state of implementation to be quite low. (TS)

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THE JOHNSON SCHOOL STUDY: STATUS OF THE  
CONTINUOUS PROGRESS PROGRAM OF READING AT JOHNSON  
ELEMENTARY SCHOOL AFTER ONE YEAR OF IMPLEMENTATION  
(FALL 1974 - SPRING 1975)

By ..

Annette Yonke

and

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Technical Report

Number

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## FOREWORD

The Johnson School Study is an in-progress evaluation of one Chicago Public Elementary School's experiences with the first year of implementation of the Continuous Progress Program in Reading. Teachers' and administrators' perceptions of the program after one year of implementation relate some pitfalls to avoid and some direction changes that are needed for successful implementation in the future. The Johnson School Study was made possible under the provisions of a grant to Roosevelt University by the Spencer Foundation, Chicago, Illinois. Points of view expressed in the report do not, however, necessarily represent Spencer Foundation policy.

#### ACKNOWLEDGEMENT

Studies utilizing classroom data necessitate a willingness to participate, and a spirit of cooperation and tolerance among those who are directly and indirectly involved. We wish to sincerely thank all those at Johnson Elementary School who offered assistance and wish especially to acknowledge the contributions of the following people: Dr. Herschel Rader and Ms. Doris Nesbitt for their openness, kind assistance, and efficient organization throughout the project; the teachers for their thoughtful assessment, their tolerance for intrusion, and their honesty. We wish also to thank Chris Delgado and Jura Jakstys for typing the manuscript, and Dr. Henrietta Schwartz for assistance in final editing. To these people we express our sincere appreciation.

Annette Yonke and George E. Olson

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## I. INTRODUCTION

The Johnson School Study reports the results of a year long study conducted by the Research and Development Center of Roosevelt University, College of Education. The study was designed as an inquiry into the first year of a school systems' attempt to implement a program of Continuous Progress for inner-city elementary school students in the city of Chicago. The study extended from September, 1974 to May, 1975.

The study resulted from Roosevelt University's College of Education policy to follow career patterns of alumni and to offer educational service to alumni who are in teaching or administrative positions in urban education. The principal of Johnson Elementary School, a University alumnus, requested assistance from the Research and Development Center staff for implementation of the Continuous Progress Program in Reading. It was agreed that inservice assistance would be offered by the University and that a study of the first year implementation of the program would be conducted.

### Background of the Study

In 1963, the Chicago Board of Education established the Continuous Development Program as its official system for individualized instruction. Upon evaluation of the program, prior to 1971, it was found that there were many schools who had not adopted the program and that schools who were utilizing the program were unaware of the underlying philosophy and theoretical framework of Continuous Progress. A committee composed of assistant superintendents, district superintendents, consultants, principals, teachers, students, industrial and community representatives was formed to rethink the concept of Continuous Progress and to implement the system of individualized instruction in the schools. In 1971, Continuous Progress Program Inservice Materials was published by the City

of Chicago Board of Education. The directives for implementation of the program focussed on the philosophy of the program, implementation, pupil evaluation and communications with parents. Since that time, additional publications and audio visual materials were prepared for the implementation of the program. In 1973, the Chicago Board of Education called for a commitment of the Chicago public schools to the Continuous Progress Program in Reading and Mathematics. Workshop sessions were held for the teachers during 1974 as preparatory for implementation of the program in the academic year 1974-75. Reading guides, diagnostic materials, and Mastery Record Cards were provided to the schools for innauguration of the Continuous Progress Program.

#### Description of Continuous Progress Program (CPP)

The Continuous Progress Program derives from the theoretical framework of Mastery Learning developed by Benjamin Bloom.<sup>1</sup> Continuous Progress is also categorized under systems of individualized instruction. (Other individualized learning systems currently adopted in American schools are Individually Guided Education (IGE), Individually Prescribed Instruction (IPI), and Planning for Learning in Accordance with Needs (PLAN).<sup>2</sup> Thus, the program employs the concepts of mastery learning in an individualized instructional setting. The program is based on the following concepts:

learning is continuous; skill development proceeds in a spiral sequence; instruction is tailored to the individual child's needs; each<sup>3</sup> child must have opportunity to experience success.

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<sup>1</sup>Benjamin Bloom, "Learning for Mastery," U.C.L.A. - C.S.E.I.P. Evaluation Comment, 1, No. 2 (1968).

<sup>2</sup>For a discussion of R & D efforts with respect to these systems, see Systems of Individualized Instruction, (Ed.), Harriet Talmage, NSSE Series on Contemporary Educational Issues. McCutchan Publishing, Inc. Berkeley, Ca., 1975.

<sup>3</sup>Handbook for the Reading Mastery Card, Board of Education of the City of Chicago, 1974.

To implement CPP in the classroom, the teacher must evaluate the reading level of each student. Not all students begin at the same level especially in the upper grades where reading levels indicate a wide range of abilities and competencies. The teacher evaluates the student by means of cumulative records, diagnostic instruments, tests related to basic readers, teacher observation, and study of work samples.

The Reading Mastery Record Card is a device which is used to systematically indicate the progress of the child. The teacher punches a hole in the card after the student has mastered the skill. The Mastery Record Card Handbook states that the card is an "inventory of the basic reading skills; a guide for planning the child's instructional program; an instrument for grouping students; an updated profile of learner's achievement." <sup>4</sup>

The card contains four reading components which should be taught concurrently. These are: Word Attack, Comprehension, Study Skills, and Literature. The items pertaining to the four areas are listed in sequence on the card for recording of mastery.

An example of a Mastery Record Card, selected at random, appears on the following page. This card contains 108 skills which the teacher will punch for each student as he progresses throughout Levels J and K. In CPP there are five Mastery Record Cards (I to V), fourteen levels (A to N) for Kindergarten to Grade 8. The cards are moved with the student as he progresses through school as a permanent record of his development.

To implement the program, teachers participated in five inservice workshops during the school year both on and off campus. During the workshops, strategies and techniques for implementation of the program were discussed;

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<sup>4</sup>The Handbook is not paginated.

teacher problems in implementing the program were aired; specific methods of teaching CPP were presented; reading charts for students were developed.

#### Purposes of the Study

The inquiry is a case study of the first year implementation of a new program in an elementary school. The study was designed to describe the workings of a social system when change is imposed upon the system from an outside agency. In this case, elementary school principals in the city of Chicago, were instructed by the Board of Education to begin Continuous Progress in the fall of 1974.

The principle actors in the changing system were the principal of the school, the assistant principal or curriculum specialist, a University R and D person, a University graduate fellow, and fifteen elementary school teachers of grades K through 6.

The school is located on the West side in the inner-city of Chicago. The student population is black. Teacher composition is both male and female, black and white. The social system of the school was determined by location of classrooms and offices. Administrative offices and kindergartens occupied the first floor; grades 1 and 2, the second floor; grades 3 and 4, the third floor; grades 5 and 6, the fourth floor. Communication among teachers was lateral according to floors. The sub-systems by floors were clearly defined for conversation and in attitude and perception of teachers.

The study is focused on the following questions:

- a) To what extent are the teachers in the school oriented toward change in general?
- b) What are teachers' perceptions regarding the teaching of reading and the problems and issues pertaining to implementation of CPP? How do these perceptions influence the adoption of CPP in their classes?
- c) What are the administrators' perceptions of the problems and issues pertaining to implementation of CPP?

- d) What are the similarities and differences between administrators' and teachers' perceptions of CPP?
- e) What are teachers' and administrators' predictions for the future of the program?
- f) To what extent has CPP been implemented during the first year of the program according to teachers' and administrators' perceptions and from researchers' data?
- g) To what extent has individualized instruction been implemented?

#### Methodology for the Study

The methodology for the case study was largely anthropological. Data were collected from October, 1974 to May, 1975. Pre and post measures were administered to the teachers to ascertain the number of groups in their reading classes at the beginning and end of the school year. A Flexibility Scale was given to the teachers at the beginning of the year to determine individual orientation toward change. Teachers also responded to questionnaires from the principal and researchers. Key informant interviews were held with two administrators and four teachers during the latter part of May, 1975. Observations were made by researchers using the CERLI Scale for the purpose of determining whether teachers were effectively individualizing instruction of their students. Data were content analyzed for response categories. Differences in perception among teachers and between teachers and administrators was noted. Results of the analyses of these data are summarized below followed by recommendations for continued implementation.

#### II. TEACHERS' ATTITUDES TOWARD CHANGE

Any program that holds the potential for changing the way teachers conduct their classes or assess student progress must be prepared to meet with a scrutinizing appraisal of the teachers involved. Teachers in most cases have invested considerable effort in the implementation of their present program and have tailored it to best fit the teaching and learning conditions as they have

assessed them. Their resultant skepticism to "new" programs may manifest itself as an apparent resistance towards change in general. The degree to which CPP has or has not been implemented this past year with teachers at Johnson Elementary School, has depended to some extent on teachers' attitudes towards change in general and the attitudes towards the program formed through their experiences this past school year.

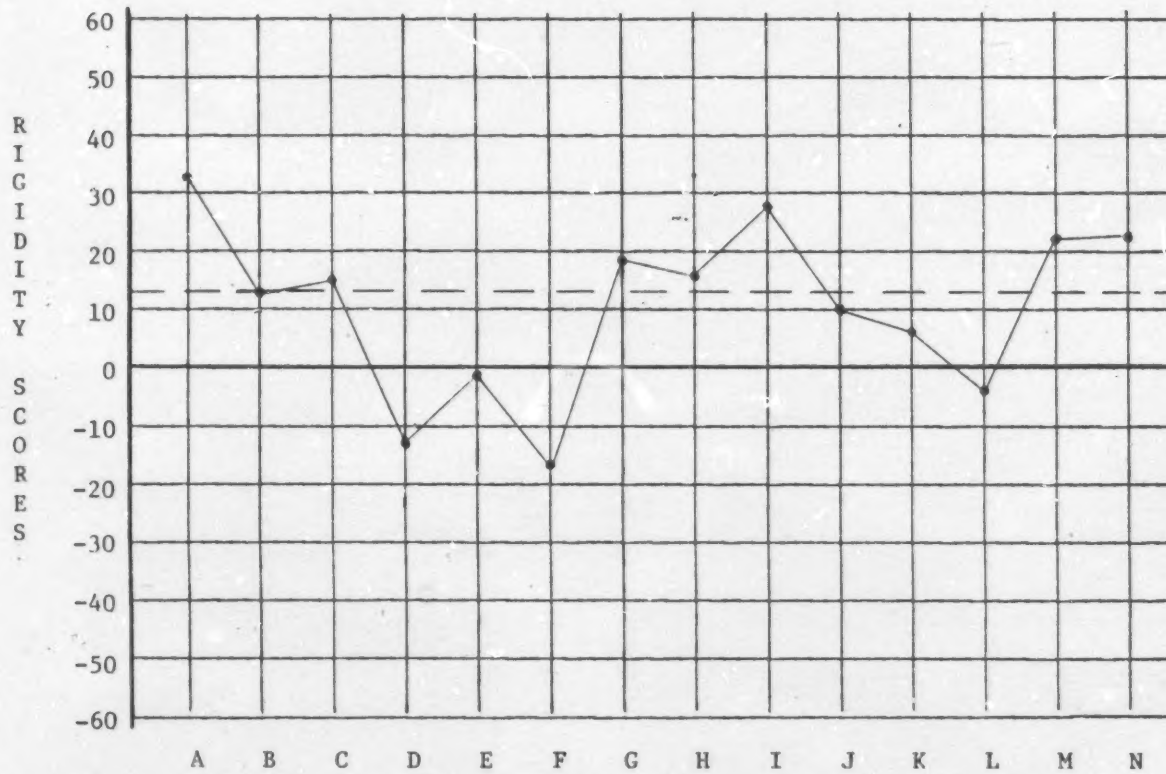
Teachers at Johnson School were given the Gough-Sanford Rigidity Scale Questionnaire (Appendix A) to measure their personal attitudes towards change (rigidity), and the following summary of responses reveals the relative resistance to change of these teachers.

Responses to the rigidity scale have been shown graphically in Table 1, and from the responses some generalizations can be made. A large majority of the teachers responded quite similarly to the questionnaire. With a possible range of 120 points, nine of the sixteen teachers produced scores within 20 points of each other. The mean of +12 shows an overall tendency towards rigidity to change (a score of 0 revealing a neutral tendency) though the tendency is not particularly strong. The total range of values (-17 to +32) spans less than half the instrument's range indicating that differences even among the most or least flexible teachers are not extreme.

In assessing the characteristic of rigidity, the question is asked: will a general tendency in these teachers against change be reflected in their attitudes toward CPP in general? This question can only be answered by viewing the additional data concerning teachers' perceptions and attitudes toward CPP. Such data will be discussed in subsequent sections, and these data will be compared to scores of rigidity in the conclusion of this report. From the rigidity data alone, a tendency towards resistance to acceptance of CPP is predicted.

TABLE 1

Scores of Rigidity for Teachers at Johnson Elementary School as Measured by the  
Gough-Sanford Rigidity Scale



TEACHERS AS IDENTIFIED BY LETTER (TEACHER A, TEACHER B, etc.)

Total number of teachers = 14 (data not obtained for one teacher)

Range of scores: -17 to +32

Mean Score = +12

A higher score indicates a higher rigidity to change.

### III. TEACHERS' PERCEPTIONS OF CPP

The following section reports teachers' perceptions of the teaching of reading in general, perceptions of individualized instruction and CPP philosophy, perception of preparation for CPP, and major difficulties in implementation of the Continuous Progress Program. Data were obtained from questionnaires which were administered to the teachers in late spring of the academic year and from four key informant interviews held in the latter part of May of the school year (Appendix B and Appendix D).

Teaching of Reading. In informal conversations with teachers, the researchers observed that teachers had varied notions about the teaching of reading in general. The question was asked: "What is your definition of reading?" Responses on the questionnaire indicated that eleven teachers perceived the teaching of reading as teaching skills to the students. Reading skills enumerated by the teachers were: phonetic skills, word attack skills, comprehension skills, verbal skills, and decoding skills. Two teachers perceived the teaching of reading in a broader context. One indicated that reading is taught all day long "because I bring it into everything we do. We read direction, discuss meanings, etc." Another teacher responded that "Reading happens experientially. A child reads when motivated. A teacher continually teaches reading and must always be alert to the task of helping a child toward the concept of wholeness."

In summary, of the thirteen responses to the question, eleven teachers perceived the teaching of reading as teaching of skills; two teachers perceived teaching of reading as a whole experience occurring throughout the day.

Understanding the Philosophy of CPP. A second question focussed on teachers' perception of the Continuous Progress Program. The questions to which teachers responded were: Do you understand the philosophy of Continuous Pro-

gress? What does it try to do? Twelve teachers indicated that they understood the philosophy of CPP; three teachers responded that they understood "somewhat". Responses differed for the twelve teachers who indicated understanding. Of the fifteen responses, two teachers perceived the philosophy of CPP as children learning at their own rate. Others perceived the philosophy of CPP as more teacher-oriented. For example, "Trying to get the school organized and doing things systematically;" "To move a child to the next level;" "It's a comprehensive step by step approach to teaching reading and other skills." Two teachers responded in a global manner: "Isn't any educational program's philosophy to educate and to meet the needs and demands of life?" Another teacher described CPP as "having the same intent as for all real education."

In summary, most teachers felt they understood the philosophy of CPP, but their understanding reflected quite different views among themselves, and ones that were often divergent from CPP philosophy. Teachers were generally split between those who saw CPP as oriented towards organizing the school while others perceived it as oriented towards needs of the child.

Preparation for CPP. The teachers were also asked in the questionnaire if the workshops last fall were helpful. Two teachers responded that they were "very helpful;" five teachers responded "helpful;" six teachers responded "slightly helpful;" and two teachers responded "no help at all." Comments on this question included the following remarks.

"Interactions were good; added little to what good teachers have done for years."

"Helpful in understanding what the goals are; not much help in terms of implementation."

"Helpful. I hope to be able to better implement it in the fall."

"Very worthwhile; stressed idea of working at own pace; own level, non-competitive."

"Helpful. The teachers could give their own opinion of the program."

"Somewhat helpful, but entire idea was not implemented. Material was late or did not arrive at all."

"Of very little value."

In the key informant interviews, four teachers were questioned with respect to their perceptions of the adequacy of preparation for CPP. Two non-primary teachers felt preparation was inadequate. Expectations that all teachers should change to CPP were not made clear. Teachers responded that administrative deadlines and greater structure were needed. Lack of diagnostic materials was a core problem. There is a built in amount of work with no time for it. Teachers are still befuddled.

One teacher was undecided about adequacy of preparation. "Teachers learn by doing. Workshops were needed, but task-specific workshops--like being given a script that can be followed."

Another teacher responded that more time would be necessary for setting up the program. "Things would run smoother if school began a week early so that teachers could get organized for the program."

In the key informant interviews the four teachers were also asked if they would better understand individualized instruction had they been taught the underlying theoretical framework. Is this necessary?

Three teachers believed that knowledge of the theoretical framework would assist the teachers in feeling greater security through understanding. Teachers need to understand and agree with principles of the new program. One teacher believed that the theory could not be separated from practice. It was suggested that a method of implementing the program be provided before teacher interest is lost.

One teacher felt that not all teachers are interested in learning about theory. They are practical minded, wanting to get down to business. Teachers want to be told what to do in an interesting manner.

In summary, preparation workshops were generally considered helpful. Preparation in techniques of implementation were somewhat inadequate. Theoretical preparation was generally considered useful for increasing understanding, and was especially emphasized for teachers in Grades 4-6.

Major Difficulties in CPP Implementation. A fourth question concerning teacher perception was: what do you see as the major difficulty in implementing CPP? Responses of interviewed teachers varied. One teacher believed there was no major difficulty. Three other teachers responded. lack of clear definition of what CPP is supposed to be; CPP requires an excessive amount of extra work; materials are lacking; administration needs to focus attention on CPP; implementation of program needs to be delegated to floor chairpersons; record keeping is a problem; teacher aides are needed for the program. One of the teachers summarized the problem of implementation by indicating that the classroom management system was a key factor, and that instruments for student diagnosis were inadequate.

In summary, impairments to implementation were the lack of a clear statement of what CPP is and the extra time and work required for record keeping. The unavailability of reading materials and diagnostics posed burdens to teachers in general. For implementation, the planning of the program needs to be reorganized to include teachers. Classroom management systems for CPP need to be developed.

#### IV. ADMINISTRATORS' PERCEPTIONS OF CPP

The principal of the school and the assistant principal (also serving in the capacity of instructional specialist) were interviewed for their perceptions

of the program. The specific questions asked appear in Appendix D and are very similar in content to those asked teachers. For summary purposes, the questions and responses were divided into five categories: a) current implementation of CPP; b) preparation for CPP; c) instructional technology; d) difficulties in implementation; e) predictions for the future.

Current Implementation of the Program. In response to the general question, "is CPP Working?", administrators indicated that CPP was being implemented only moderately--that the program was not working according to the way it was supposed to be operating. Administrators believed that teachers in the primary level have accepted Distar\*, but that Distar teachers perceive their program as separate from CPP.

One administrator stated that teachers are re-examining the program on a philosophical basis, and that when this is completed, they will be prepared to adopt the program. At the present time teachers are ambivalent about CPP.

The diagnostic phase of the program has proven to be inadequate for those classes with a large range of reading abilities as well as deficiencies (third and fourth floor, non-primary).

Asked how they thought teachers were accepting the program, one administrator responded that there was resistance on the part of teachers because the program is too demanding on their time. The other administrator believed that teachers were in the initial stage of accepting the program, and that some are holding out to see if it will be discontinued.

A third question addressed to administrators and focussed on the topic of current implementation of the program was: "Do you think CPP makes any difference in the way teachers teach reading?" One of the administrators replied that

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\*Distar: Direct Instructional System of Reading. (An individualized instructional system for primary level).

there is a much more comprehensive understanding of what reading is about on the part of the teachers than existed prior to CPP. The other administrator felt that the individualization of reading is a very difficult way of thinking for the teachers. Realistically, it is hard to organize 30 students on an individualized basis. It demands a new way of thinking on the part of the teacher. Teachers may have to be shown how to individualize through the use of personnel such as master teachers. Teachers need a stronger sense of leadership and participation with respect to the program. Both could be provided through the establishment of master teachers, floor chairpersons, or assistance from the administration.

In summarizing administrators' opinion about current implementation of the program, they feel there is moderate acceptance of the CPP Program, but also some resistance from some teachers. Teachers, at present, are also re-examining the program. Diagnostics seem to be the most difficult schoolwide problem to solve at this point. For most teachers, changing to an "individualized" way of thinking is a very difficult process.

Preparation for CPP. The administrators were asked about preparation for CPP and their suggestions for preparation for next year. One administrator responded that teachers were not prepared for CPP in terms of philosophy. Teachers will need help with performance next year. They need to learn the diagnostic system and pool their resources. The other administrator indicated that there was inadequate preparation on a systems basis. An elaborate and intelligent strategy was not conceived for implementation of this curriculum change. In addition, curriculum guides were not out on time and criterion-referenced tests were not available. There is some question as to whether the program will be continued in the Chicago Public Schools if the new Superintendent does not favor the program. The principal of the school should be familiar with all tests,

guidebooks and the enormous amount of detail that accompanies the program. This necessitates that time be allocated for continuing education of administrators in CPP and that an intelligent and flexible strategy for program preparation be established.

One of the administrators remarked that some of the teachers have been exposed to individualized instruction since 1969 because of the Model Cities Project. In general, 50% of the teachers are familiar with the literature in the field.

Summarizing, administrators feel that there has been an inadequate program of systematic implementation of CPP by the Board of Education both for administrators and teachers. Administrators need more broad based knowledge of the program. Materials must be made more available and diagnostic methods need improvement. The entire program needs greater support for organizational implementation by the Chicago Board of Education.

Instructional Technology. To assess one segment of the technology teachers must learn, the administrators were asked what they thought about the idea of mastery cards. How necessary are they for record keeping? Both administrators agreed that the mastery cards were too detailed, and that teachers were using guesswork to mark the cards. It was felt that teachers needed practice in skill building for implementation of this program. A suggestion towards this end was to use wall charts whereby students could see mastery of their own skills. Another suggestion was that teachers implement the program on a pilot basis using five students from each class for the CPP Program during the year. It was also suggested that provisions be made for developing the instructional technology on a floor by floor basis.

In summary, administrators feel that teachers' technical skills are not sufficiently developed at this point to adequately utilize the highly detailed mas-

tery cards. Provisions must be made for developing these skills in teachers as part of a systematic program of implementation of CPP.

Some Difficulties in Implementation of the Program. The principal of the school outlined three major difficulties: a) poor timing in arrival of materials and criterion-referenced tests; b) uncertainty about how to develop a strategy for implementation of CPP in the building (not enough knowledge of the program to plan effective change); c) lack of detailed knowledge about each component of the program. Principals needed strategic as well as theoretical preparation for implementation of the program. Both administrators emphasized that such difficulties were not only evident at the local school level. Much confusion was caused by inadequate administrator preparation at the Central Office level.

Summarizing, the major difficulties in the implementation of CPP focussed on lack of preparation for administrators and teachers in developing specific techniques for implementation. The poor coordination on the part of the Central Office in the distribution of materials only aggravated an already troubled situation.

Predictions for the Future. The question was asked: "How do you predict CPP and its development for next year?" One of the administrators believed that more teachers will be using CPP. While those who have experienced the program this year will be more comfortable with it; others will need help in further implementation. Stressed again was the need for leaders of the instructional program in the school. The other administrator indicated that the development of the program for next year depended on the attitude of the new Chicago Public School Superintendent toward the program; the willingness of the Chicago Board of Education to see the program through; the position of the unions; and the position of the Principals' Association. If all these factors would remain posi-

tive, success was predicted in 2-3 years. The opinion was expressed that the unions could cripple the program by a formal resolution opposing it. For example, a provision could be written into the teachers contracts that where possible there should not be more than three reading levels in classes, and that no teacher should have to cope with more than one curriculum guide.

In summary, one of the administrator's concerns focussed on problems for the teacher in continuing CPP; the other administrator focussed on outside agencies and influential groups and persons who may have strong influence on future development of the program.

V. DIFFERENCES BETWEEN KEY INFORMANT TEACHERS' AND ADMINISTRATORS' PERCEPTIONS OF CPP IN FIVE CATEGORIES

Four teachers (one from each floor of the school) were interviewed at length with respect to their perception of the Continuous Progress Program. The purpose of this discussion is to compare a summary of their responses with those of administrators. The responses have again been organized around five major categories: current implementation of CPP, preparation for CPP; instructional technology; difficulties in implementation; and predictions for the future.

Current Implementation of CPP. With respect to the question "Is CPP working?" the administrators agreed that it was working on a moderate basis. Two key informant teachers said definitely, "No." Both teachers and administrators agreed that teachers do not understand what the program is, and that the in-service experience simply scratched the surface. These teachers felt the program needed much more support from the administration and considerably more in-service training for teachers.

Two other teachers stated that CPP has not made primary teachers change their methods of teaching reading. In the primary grades, testing goes on all the time; the teachers are already working with the child at his own reading level.

A second question focussed on whether teachers were attitudinally accepting CPP. One administrator felt there was resistance because of demands on teachers' time; the other administrator believed that most teachers were in the initial stages of accepting the program. Two of the teachers agreed that teachers have not accepted the program; it is another program that administrators have come up with. Teachers have not figured out the diagnostic system, nor the massive data processing system that is necessary.

Two other teachers agreed that there was not much complaining on their floors because a viable reading program was under way. However one of these teachers felt that there was insufficient time for preparation and a lack of materials.

A third question under the general topic of implementation was: do you think CPP makes any difference in the way that teachers teach reading? Administrators indicated that as a result of CPP, there is much more comprehensive understanding among teachers of what reading is about and what individualized instruction entails.

Echoing this view, one teacher believed CPP forced a new awareness which was a beginning for change. Teachers began to look back into their manuals. Another teacher believed that with CPP the teacher is free to deviate from a set structure of teaching methods; innovation can come about according to the needs of each student.

Another teacher said that the program itself did not make a difference, but there was an occurrence of parent involvement which did generate change. Parents are beginning to gripe about the way the teachers handle the kids.

One teacher believed that CPP made no difference in the teaching of reading because teachers have always worked with groups. However, in CPP, there is greater identification of individual differences.

In summary, while administrators felt CPP was working on a moderate basis, teachers either stated that it was not working or that it made little difference in the way reading was being taught. Administrators sensed resistance in teachers to acceptance of the program and this perception was substantiated in teachers' comments. Lack of preparation, inadequate training for implementation, and lack of materials were common criticisms of teachers. Administrators perceived that teachers did not comprehend the massive data processing system necessary to the program. However, administrators and some teachers believed that CPP had the effect of making teachers re-evaluate their teaching of reading and in this way increased their overall awareness of their teaching role. Teachers' comments on how CPP had changed their teaching were quite variable; some agreeing with administrative view, others seeing little if any change at all.

Preparation for the Program. Regarding the question of sufficient preparation for the program, training of administrators for the program and availability of materials were the key issues cited. Administrators felt the Board of Education did not adequately provide preparation on a systematic basis for either the administrative or teaching level.

Lack of materials was also a major concern when teachers spoke of preparation for the program. Teachers felt that administrative expectations needed clarification and that time was lacking to study and implement the program.

From these comments, it is observed that both teachers and administrators agreed that lack of materials severely confounded the preparation for the program. More importantly, perhaps, is their common perception that systematic guidance from higher administrative levels (than their own) was lacking. Clarification of expectations and more adequate training procedures were called for by both teachers and administrators alike.

Instructional Technology. The question was asked: what did you think about

the idea of mastery cards? How necessary were they? Administrators agreed that the mastery cards were too detailed, that they demanded technical skills teachers lacked, and suggested that the program be implemented on a pilot basis in each classroom. Teachers also reacted somewhat negatively to the question concerning mastery cards. With 30 students in the class, they believed it was impossible to manage the system of CPP record keeping. It required too much extra time and did not really aid students. One teacher commented that the mastery cards and the program were unreal in terms of other problems that existed in the school.

Summarizing, administrators imply that if teachers knew how to use the cards and if the cards were less detailed, teachers might utilize them to a greater extent. Teachers view the cards as a burdensome amount of extra work rather than as an alternate system for record keeping they can make use of. Both teachers and administrators clearly show discontent with the mastery cards as they presently exist. Neither sees the cards as an integral part of the presently existing reading program.

Difficulties in Implementation of the Program. Administrators agreed that major difficulties in the implementation of CPP focussed on lack of preparation for teachers and administrators; problems with shortages and late arrival of materials; and a lack of assistance to the local school in strategically implementing the program.

Teachers believed that major difficulties were in the classroom management system for CPP; lack of diagnostic materials for implementing the program; lack of a clear definition of what the program is about; lack of involvement on the part of the teachers in planning the development of the program in the school.

Both administrators and teachers viewed inadequate preparation and lack of availability of materials as major drawbacks in CPP this past year. While ad-

ministrators felt the Board of Education should have instituted a strategic program of implementation at the local school level, teachers felt they themselves should be involved in the planning and development of such implementation. A difference of perspective can be observed in these comments between administrators and teachers. While teachers took a more specific, micro-view of the situation, administrators viewed the problems of CPP more globally, involving agencies outside the school.

Predictions for the Following School Year. Regarding the question: how do you predict CPP and its development for the next year, administrators felt that more teachers will be using CPP; continuation of the program will also depend upon the support of outside agencies (Board of Education, the unions, the new Superintendent of Schools).

Teachers believed that the program will limp along until it dies; another program will come along; teachers will give the outward appearance of using the program, but will continue teaching reading in the same way. One teacher believed that the task for next year is for children to begin to see where they are in reading. Another teacher believed that other considerations will take precedence over CPP next year.

Teachers appear considerably more skeptical than administrators concerning CPP's success in the future. While administrators see the determinants of success as more politically related to factors outside the school, teachers place much of the influence with the attitudes or concerns of the teachers themselves.

Administrators and teachers were also asked: How would you administer the program next year? One of the administrators responded that given the support of outside agencies, the program would be implemented on record day in September. Cards would be given out to the teachers; criterion-referenced tests would be administered early in the fall. The other administrator remarked that we would

be on the program. Teachers would be asked to make charts for monitoring of student progress. Four or five years must be given to the implementation of the program.

Teachers suggested that for next year a rotating floor chairman take over the problem of implementing the program to get everyone involved in the process. Teachers need to be listened to--decisions are made without them. Time has to be allotted for feedback to teachers to let them know how they are doing with the program. Teachers are the focal point in this program; it is up to them to work it out if they are informed and if they agree to the program.

Summing up, the administrators plan to mandate the program next year, monitoring the specified activities more carefully. This is in some contrast to teachers' desires to be a part of the administrative process of CPP implementation.

#### VI. CLASSROOM MANAGEMENT OF CPP

The general question explored in this section is: What were teachers' experiences with CPP at the level of classroom instruction? More specifically, what were the problems encountered with the materials, did teachers use the materials, how was their teaching and management of the classroom changed as a result of CPP, and were there definite advantages and disadvantages associated with implementation of the program?

In the classes studied, there were many similarities in the way classes were managed, but there were distinct differences among the classes in structure, content, and behavior of students in classroom activity. The reported effects of CPP on classroom activity, the problems encountered with implementation of CPP goals, and use of CPP materials often vary with respect to these differences. For this reason, an overview of how these teachers have described their classes (obtained from questionnaire responses) will be pre-

sented focusing upon the most apparent similarities and differences.

When teachers were asked how they decided which students should be placed in small groups, all but one stated that they divided up their students into reading groups by students' reading ability. At Johnson School, there had been no standard procedure for determining a students' ability for placement in such groups, and teachers' methods of grouping varied. Teachers of younger students (K - 2nd grade) reported a somewhat greater reliance upon personal judgment and observation of early performance than upon test scores. The type of diagnostic testing procedures used varied among teachers and were largely dependent upon the grade level of the students.

Teachers were asked how they planned their curriculum for reading. The kindergarten and first grade teachers reported that they used the Distar reading program, and followed rather carefully its highly prescribed techniques for classroom instruction. In addition, teacher aids were available to the four primary teachers while they were not to the teachers of higher grades. These factors made the activities and general management of these four classes very similar to each other, but quite different from the rest. Teachers of older students who did not use Distar had to put more individual effort into the planning and organization of their reading curriculum. Most stated that they drew most ideas from the curriculum guides and teachers' manuals available for their reading level. When asked if their students progressed at their own pace, in small groups, or as a class, eight of the 15 teachers felt their students worked at their own pace. The remaining teachers stated that their students progressed primarily in small groups, but that individual attention was given when needed. Teachers were also asked if they used the same tests and learning materials for all students. Nearly all teachers administered tests to the small groups, and the same test was used for each member of the group. Six teachers mentioned that individuals who were not ready could take a test separately at

a later date. Four teachers stated that individuals or small groups did not use the same learning materials. The other 11 reported that they used basically the same materials for all students but that the time of use varied with rate of achievement. When questioned whether they talked with individuals, small groups, or the entire class, five teachers reported that they usually talked with students individually, while four mentioned they worked with a combination of small groups and individuals. Four others mentioned they worked mostly with small groups, and the remaining two teachers talked with both the small groups and the entire class. When asked if students worked by themselves or in small groups, the younger students were reported to work individually while the older students worked mostly in groups. All but one of the teachers characterized their program as one split between individualized and group instruction.

Summarizing, we observe that nearly all teachers divide their class into groups and nearly all believe that they give students a considerable amount of individual attention. Students progress as their group progresses for the most part, and most students use essentially the same learning materials. The earlier grades have a more highly structured curriculum, and the students of the lower grades tend to work more by themselves than in small groups. Planning of curriculum has less flexibility in the lower grades due to the specific structure of the reading program used for the lower grades. The wider extent of needs of the older students no doubt plays a part in demanding a higher flexibility for the upper levels.

The relative effects upon classroom management of the implementation of CPP did not appear to depend upon what type of curriculum teachers used. When asked how CPP had changed their classroom teaching, teachers using the Distar Program of Reading perceived almost no change in the management of their classes. These teachers saw considerable overlap of philosophy of Distar and CPP, and

reported little difficulty with CPP in general.

Teachers of higher grades used a greater variety of texts, though as mentioned earlier, showed a similarity of use by grade level. Because programs were tailored to a large extent by the teacher, comments concerning the effects of CPP on management of these classrooms varied more widely among these teachers than teachers of Distar. Like those teaching Distar, these teachers felt that CPP had made little if any change in their classroom management, but there was a general concensus that implementation of CPP was far from successful. More discontent was voiced from these teachers with the present status of CPP indicating possibly that they had expected greater change to have occurred.

Teachers were asked what reading materials they utilized in teaching reading. Though teachers commonly mentioned that they used textbooks, workbooks, and teacher designed curricular materials, and though some of these texts had been redesigned to emulate CPP philosophy, not one of the teachers stated that he or she used CPP materials (cards, curricular materials, tests, or inservice materials) in response to this question. When this general response is viewed in conjunction with the reported small effect upon classroom management, the impression gained is that CPP has not yet become an integral part of the classroom structure for these teachers.

What this may more accurately portray is that teachers' use of CPP materials at the classroom level is clearly secondary to the utilization of other materials. For in response to the question, how do you keep pupil records, many teachers reported using some of the CPP materials in their classroom. Nearly all teachers displayed mastery wall charts (enlarged mastery cards for a particular set of skills) from which students could view their own and others' progress. While some teachers stated that these were motivating to students, others reported that the charts were disturbing to students. Four teachers stated that they used the mastery cards themselves, but in most cases this

use was intermittent and incomplete. A general impression gained from casual conversation with teachers was that they did not fully understand how to utilize and manipulate the mastery cards.

Teachers revealed both their discontents and prior and future expectations for CPP in terms of classroom management when they were asked about what improvements were needed for CPP and if the Program was indeed working. In terms of improvements needed, six of the teachers stated that there was a need for more assistance to the teachers in how to use the mastery cards, obtaining supplies, and utilizing the materials in general. Six teachers also cited the lack of CPP materials (tests, cards, curriculum materials) that were previously promised, and some of these teachers pointed out that many materials were not utilized because they arrived too late or in an illogical sequence for use by the teachers. Possibly echoing a similar concern, four teachers expressed the view that strict and uniform enforcement of the program was needed. In these comments were included the need for more assistance in administering tests and keeping records. Teachers in general called for more practical assistance and/or less theoretical stress.

On the whole, most teachers expressed the view that CPP as a program of reading was not really working at Johnson School except at a minimal level.

In summary, we see that in terms of classroom management, CPP has had as yet little impact for change. While teachers of Distar anticipated little change from implementation of CPP due to the perceived similarity in philosophy of the two programs, the remaining teachers of the higher grades expressed more discontent over the failure of implementation and its resultant expected change in the classroom activity. Utilization of CPP materials was intermittent and minimal for nearly all teachers, and CPP as a program does not appear to have been translated into action at the classroom level at this time. Teachers

appear to view CPP still as something apart from the core structure of their teaching, and have cited some possible contributing factors. From the view of the teacher, reasons for the lack of implementation and impact at the classroom management level appear to stem from three major sources: inadequate assistance in the utilization of (and how to utilize) CPP materials, a lack of an organized and uniform program of implementation and enforcement by the teacher group, administration, or outside agency, and a lack of the availability of the complete package of CPP materials.

VII. IS INDIVIDUAL INSTRUCTION OCCURRING AND WORKING AT JOHNSON SCHOOL?

Because individualized instruction can be defined in numerous ways, its definition must be initially clarified for almost any study involving its use. The guiding philosophy of CPP clearly describes the model of individualized instruction upon which the program is based, and this description will constitute the definition of individualized instruction for this study. Briefly summarized, a program of individualized instruction under the Continuous Progress Program specifies that students learn at their own rate; that they each have a certain readiness for steps of learning according to each student's level of maturity and experience at any given point in time. Movement is continually forward, requiring mastery at each level, and the learner is kept in a position where success can be experienced. Every program of education is planned around the specific capabilities and needs of the learner taking into account his or her particular degree of readiness for each step. In this way, each student starts at the beginning, when he is ready, and progress is a step by step process until a goal is reached. Though some proceed slower than others, all reach their goal.

Such an individualized program has many implications for the school and classroom. Grade levels (Primary 1, Primary 2, etc.) will be removed, and

students will be placed (grouped) according to level of achievement rather than age or year in school. A program of frequent individual evaluation must be established which is responsive to individual needs, and a specifically planned and charted continuum of sequential skills must be developed and used for each student. Standards of achievement and mastery must be determined and carefully applied for each student, and opportunity must exist for changes in placement throughout the school year according to need. The procedures for determining how achievement grades (A,B,C,etc.) will be utilized has been left to the jurisdiction of the school personnel and community. In theory, however, CPP does not call for the assignment of achievement grades. Students progress from level to level by the successful demonstration of specific reading skills.

In March and April of 1975, classroom observations were made of the fifteen classes at Johnson Elementary School. The purpose of these observations was to provide data for construction of the generalized method of practice used by teachers of reading at Johnson School which could then be compared to the individualized teaching method proposed by CPP. From such comparison, an estimation of the extent to which individualized instruction was occurring in these classrooms was made. In addition to instrument observations, observers determined whether or not students were working as individuals, in small groups, or as an entire class.

The instrument chosen for conducting the observations was the Cerli Instrument for Verbal Behavior which is described in Figure 2. It allows the observer to indicate if the teacher and students are asking questions, supplying factual information, accepting a response or rejecting a response. The content of what is said is categorized either as an item of memory, one involving critical thinking, an emotional response, or a management procedure.

Each teacher was observed four times over a total time period of one month. Every observation covered a minimum of twenty minutes to a maximum of

**FIGURE 1**     The Cerli Verbal Classification System

Classroom observation using the Cerli System (CVC) involves placing marks in the appropriate cells of a matrix every six seconds. The cells depict the type of verbal behavior occurring among students and teacher. The type of verbal behavior depicting how communication takes place is categorized along the vertical axis and will be labeled Type 1 behavior. Behavior describing the content of what is said is categorized along the horizontal axis and will be labeled Type 2 behavior. Each cell describes a particular kind of Type 1 and Type 2 behavior, the two types indicated by the letters in the cells. (During observations, the letters do not appear in the cells.)

Classification Matrix

|        |   | TYPE 2 |    |    |    |
|--------|---|--------|----|----|----|
|        |   | C      | T  | E  | M  |
| TYPE 1 | S | SC     | ST | SE | SM |
|        | I | IC     | IT | IE | IM |
|        | A | AC     | AT | AE | AM |
|        | R | RC     | RT | RE | RM |

Upper left half of the cell is used for teacher responses, and the lower right half is used for student responses.



TYPE 1 Behavior

- SEEL (S) Calls for overt response from listener.  
Asks questions that are not rhetorical in nature.  
Questions may be implied.
- INFORM (I) Tells, gives information.  
Lectures, expresses, offers.
- ACCEPT (A) Praises or supports.  
Reacts favorably to previous statements.  
Elaborates, clarifies ideas and feelings.  
Reduces tension.
- REJECT (R) Disapproves or disagrees.  
Reprimands.  
Reacts negatively to ideas, feelings, opinions, actions.  
Seeks to correct or change behavior.

TYPE 2 Behavior

- COGNITION-MEMORY (C) Recognition, recall.  
Rote material.  
Concrete data, details.
- PRODUCTIVE CRITICAL THINKING (T) Reasoning, inferences.  
Convergent, Divergent, or Evaluative.  
Analysis or synthesis.  
Explanation, interpretation, evaluation of principles.  
Judgement, decision.  
Concept formation.
- EXPRESSED EMOTION (E) Feelings or emotions verbally expressed.
- CLASSROOM MANAGEMENT (M) Classroom structure.  
Rules, standards, control.  
Expectations involving school, lessons, roles,

one half hour. The observational data for each teacher were translated into scores (percentages) which represent the fraction of the total time of observation that was spent by teachers and students in the various types of behavior. For example, teachers were found to ask questions of students which required a "memory" response a total of 7.54% of the entire time they were observed. Students asked questions of this type only 1.20% of the time. Observers indicated at the end of every observation whether in their judgement the class was working individually, in small groups, participating as an entire class or some combination of these. Though the latter type of data are rather subjective, each class was observed by at least two observers, and in each case, there was informal agreement among the observations. The percentages and subjective measures were averaged for all classes and appear in Table 2. From the averages, a school model of classroom operation has been formulated.

From Table 2, it is observed that teachers spent most of their time in management activities (SM = 3.90%, IM = 18.95%). These activities involved directing student activity, giving instructions, and guiding student behavior on matters not directly pertinent to academic concerns. (It should be noted that observations were not taken at the beginning or end of class, but at times when a teaching - learning activity was in progress.) Teachers spent an additional amount of time asking questions of students which required a memory response (SC = 7.54%) and asking questions requiring a thinking response (ST = 8.69%). The amount of time teachers spent in these latter two behaviors (added together) accounted for slightly less than the time taken for management.

A smaller portion of time was spent by teachers in giving students information of a factual and thought provoking nature (IC = 6.90%, IT = 5.20%). Such information usually took the form of answers to questions, corrections,

TABLE 2

I. Amount of Time Spent (% of Total) by Teachers and Students of the Fifteen Observed Classes in Each Kind of Behavior

Each of the fifteen classes was observed a minimum of four times, and the relative amount of time taken for each kind of behavior in the four observations was calculated. The results for each class were translated to percentages, and the percentages summed for the fifteen classes. The percentages appearing in the cells represent the fraction (%) of time taken in each kind of behavior by teachers and students of the fifteen classes.

|   |   |   |   |   | % of Total Time of Observation |         |          |
|---|---|---|---|---|--------------------------------|---------|----------|
|   |   |   |   |   | Teachers                       |         | Students |
| S | C | T | E | M | Seek-Memory (SC)               | 7.54%   | 1.20%    |
|   |   |   |   |   | Seek-Thinking (ST)             | 8.69%   | .39%     |
|   |   |   |   |   | Seek-Emotion (SE)              | .012%*  |          |
|   |   |   |   |   | Seek-Management (SM)           | 3.90%   | 1.10%    |
|   |   |   |   |   | Sub-Total (S)                  | 20.142% | 2.69%    |
| I | C | T | E | M | Inform-Memory (IC)             | 6.90%   | 19.90%   |
|   |   |   |   |   | Inform-Thinking (IT)           | 5.20%   | 15.90%   |
|   |   |   |   |   | Inform-Emotion (IE)            | .04%    |          |
|   |   |   |   |   | Inform-Management (IM)         | 18.95%  | 1.35%    |
|   |   |   |   |   | Sub-Total (I)                  | 31.09%  | 37.15%   |
| A | C | T | E | M | Accept-Memory (AC)             | 4.80%   |          |
|   |   |   |   |   | Accept-Thinking (AT)           | .01%    |          |
|   |   |   |   |   | Accept-Emotion (AE)            | .004%   | .002%    |
|   |   |   |   |   | Accept-Management (AM)         | .06%    |          |
|   |   |   |   |   | Sub-Total (A)                  | 4.874%  | .002%    |
| R | C | T | E | M | Reject-Memory (RC)             | 1.12%   | .03%     |
|   |   |   |   |   | Reject-Thinking (RT)           | 1.59%   |          |
|   |   |   |   |   | Reject-Emotion (RE)            |         |          |
|   |   |   |   |   | Reject-Management (RM)         | 1.24%   | .09%     |
|   |   |   |   |   | Sub-Total (R)                  | 3.95%   | .012%    |
|   |   |   |   |   | TOTAL                          | 60.056% | 39.962%  |

II. Observers' Assessment of Group Activity in the Classroom

Number of teachers working primarily with individual students = 1  
 Number of teachers working primarily with small groups = 7  
 Number of teachers working primarily with small groups and entire class = 7

\*Because any fraction, regardless of how small, represents an occurrence of a behavior at least once, all were included.

explanatory examples and the like. Rarely was any lecturing in evidence in any of the classes. Teachers accepted and praised students responses 4.80% of the time and rejected student responses or behavior slightly more than 2% of the time.

The remainder of the time was spent in verbal behavior of the students. Students spent most time in giving information of a factual or recall nature (IC = 19.90%). For most of the classes observed, this involved recitation, answering questions or pronouncing words or sounds. A considerable amount of time was also spent by students in giving information requiring some critical thinking (IT = 15.90%). This usually involved reading aloud passages containing words or phrases not before encountered, sounding out new words, interpreting passages. Other than these two types of verbal activity, little time was concentrated in any of the remaining categories. Students asked questions intermittently (SC = 1.20%, ST = .39%, SM = 1.10%) and seldom engaged in managing their own behavior (IM = 1.35%).

In one class, students worked almost always as individuals, while in seven others teachers structured the class for small group work. The remaining seven teachers split the classroom activity between small group work and the entire class. No teacher was observed to work only with the entire class.

The generalized method for teaching reading emerging from this data summary portrays students to be predominantly engaged in small group work activities in which they respond to directions and questions from their teacher concerning some material to be read. It is a structured activity in which the teacher both asks questions of students and imparts information in the way of review and new material. Students are expected to read familiar material as well as attempt new material, and most student contributions to the activity take the form of oral recitation. Students are praised individually and as a group for their correct contributions, and they ask questions only occasionally.

At this point, we can pose the crucial questions for a comparison of this generalized method with that proposed by CPP. Can students receive individualized attention in such a class, and can they progress at their own rate? In a classroom organized similarly to the one described above, a student can receive individual attention during the time the student is reading and the teacher is monitoring the activity. Typically, for the observed classes, the teachers offered corrections for mistakes in reading, praises for good work, and occasionally gave hints for learning. Such individual attention generally took very little time. Occasionally, a teacher would spend considerable time with one student at these sessions, and in these instances, a single student did receive a substantial amount of individual attention. If such attention were to be given to different students, and especially to those needing most assistance, individualized instruction would be occurring.

For many teachers, small group recitation was not the only activity used. These were interspersed with individual seatwork and whole group activities. In casual conversation with teachers, they commented that some individual attention was given during these activities. Under the conditions cited above, individual attention was possible and was in evidence to some extent.

In response to the second question, progressing at one's own rate is subject to some interpretation. In the opinions of the observers, students were generally expected to progress as their small group progressed. Assuming that students were placed within small groups according to level of performance, it is possible that they proceed at their own rate if the rate of all students in that group is nearly the same.

The generalized method of classroom practice occurring at Johnson School is not in large conflict with that proposed by CPP. What becomes evident in comparing the proposed method with the method in practice is that factors outside the class and beyond the teacher's control may be crucial determinants of suc-

cessful implementation and operation of the CPP model. For example, at Johnson Elementary School, what would thwart students from actually proceeding at their own rate? It would not be possible on any large scale if students could not join groups (or formulate groups) which are unbounded by the age of group members. With the exception of the EMH classes which were observed, students were categorized by age into grade levels (Primary 1,2,3,etc.). Other conditions inhibiting the utilization of the CPP individualized model are the mandatory assignment of achievement letter grades in reading and the non-uniform manner in which students are grouped within the classroom itself. The standards for reading achievement vary from teacher to teacher as the situation now exists, and this is particularly true of the upper grades. For year to year progress, uniform achievement standards are needed. Without relying upon performance (demonstration of competence in skills) for determining student progress, the overall purpose and spirit of mastery cannot be achieved. Under present conditions, it is quite possible for teachers to have a class of students whose ability range is too great as to prevent any advantage of grouping within the class. In some cases, the teachers may now have the unreasonable task of having to create a great number of different programs for a great many small groups.

In summary, the observational data portray two significant factors. First, the generalized method of teaching reading at Johnson Elementary School is amenable to individualized instruction as prescribed by CPP philosophy. Teachers at present appear to offer individual instruction to the students where possible. Second, more than the classroom activity itself, it is the schoolwide procedures such as assigned grade levels by age and measurement of reading achievement (progress) by letter grades that can frustrate the intent and function of a program of individualized instruction. A non-uniformity in the procedures of measuring student progress can thwart the success of any schoolwide program

which seeks to influence students' success. A conclusion based upon the data presented here is that individualized instruction is occurring at Johnson Elementary School, but at a minimal level. Reasons for its low level implementation appear to be tied more to existing schoolwide procedures for processing students than to classroom activity itself. It would appear that to individualize a program of reading, and thus emulate the model proposed by CPP, the schoolwide policies of operation must be first adjusted to adhere more closely to those necessary conditions listed under the CPP philosophy.

#### VIII. CONCLUSIONS AND RECOMMENDATIONS

From the analysis of the data from questionnaires, interviews, and observations, we have arrived at the following conclusions. Though some repetition is apparent in the following statements, we feel it is needed for a complete overall view of the status of implementation of CPP at Johnson School. The following conclusions are recommendations for a second year of implementation of CPP.

Teachers for the most part perceive the teaching of reading as a process of teaching skills. Though teachers felt they understood the philosophy behind CPP, the variability of their responses indicated that only a few have a clear conception of the CPP philosophy. Preparation through workshops was helpful to teachers, but appears to have fallen short of providing them with a clear understanding of the total program and its objectives for students. A factor neglected in teacher preparation was the provision for a specific set of expectations for implementation of CPP at the classroom level. Teachers desire and need to participate in the planning of the implementation of CPP. As participants, the difficulties cited by teachers of lack of CPP materials, diagnostics, and proper allotments of time for the additional tasks could be addressed in some rational manner.

Concerning present implementation of CPP, administrators perceive that the level of implementation is low at best. Adopting the system of diagnostics

proposed by CPP and getting teachers to change to an individualized way of thinking constitute major problems to implementation at the present time. Preparation for administrators has been inadequate both in terms of providing them with a broad based knowledge of the program and with a systematic method for implementation.

The administration believes that teachers still lack the technical skills needed for this program and as a result have not utilized the mastery cards to any significant degree. Training for technical skills could be undertaken in a well designed, systematic approach to implementation. The administration sees such a system as solving other problems as well. The lack of a system (for the school) for putting CPP into practice has emerged as the major complaint of administrators. This indicates considerable dissatisfaction with this past year's efforts at implementation of CPP and possibly confirms the need by administrators for more broad based knowledge of the program in general.

Administrators view success of CPP as taking two to three years under favorable support from outside agencies. The struggle and limited success of the past year indicate that such a long-term trial period may indeed be needed. In light of these predictions, a discontinuation of CPP after two or even three years of trial may be denying the program a good chance of success.

In the perceptions of administrators and teachers, implementation of CPP did not come about. Both groups reacted by requesting that persons or agencies (who know the program) show them how to set the wheels in motion at both the classroom and school levels. Both administrators and teachers are assuming that such a system presently exists or that it can be quickly formulated. In reality, it may not exist, and its formulation for any particular school may be quite difficult for an outside agency.

Neither the teachers nor administrators feel comfortable with their

knowledge of the total program, and in their minds, expectations for action on the part of school personnel were never clarified. While it is obvious that such uncertainty would severely hinder attempts at implementation, the knowledge deficiency itself may be the key barrier to the development by local schools of their own programs of implementation. If knowledge were increased for administrators and teachers and the expectation were made clear that programs of implementation would be developed locally (with time allocated for this purpose), chances of successful implementation would be much greater.

Preparation of both administrators and teachers was further inhibited by an inadequate supply of CPP materials. A strong overall impression gained from comments of both groups is that the poor organization at higher administrative levels has virtually crippled first year attempts of CPP. Realizing that only one side has been heard, it is still very difficult to discount what teachers and administrators have said and what has been observed at the school. Distribution of materials by an agreed date of delivery is certainly a reasonable expectation of schools. If this alone were accomplished for the coming year, it would do much to inspire second year attempts for success of CPP.

Pitfalls for the coming year may lie in the difference of perspective taken by administrators and teachers with respect to CPP in general. First, teachers are more skeptical of CPP as a viable program than are administrators. These groups must come together in terms of forming specific goals and expectations for the individuals who will be involved in CPP if this skepticism is to be turned around.

Second, administrators have stated that for the next year, the program will be mandated to a greater degree than this past year. Indeed, this is what a number of teachers have called for. But almost in the same breath, teachers more or less demanded participation in planning what occurs in their

classroom. Administrators and teachers must try to listen to each other on this point and others on which they disagree. The aspect of participation is one difference of perspective that must be resolved before implementation can take place.

Many suggestions have been offered for next year such as master teachers on each floor and outside assistance from professionals. Many such suggestions have support from both teachers and administrators. It is important, however, that teachers and administrators investigate each others' motives for these suggestions and that the suggestions coincide in the goals they intend to reach.

What is called for on a general level is more training in the knowledge, skills, and implementation techniques for CPP. Because the separation of administrators and teachers over issues surrounding CPP already appears to be a danger, this training should perhaps not be separate for these two groups, especially when it comes to overall knowledge of the program.

At the level of classroom management, a split among teachers existed in their perception of CPP in terms of initial expectation for change in the classroom. Because teachers of Distar believed their program to differ little from CPP in terms of philosophy, they expected little change in classroom management. Consequently, when CPP did not take hold this past year, they were not particularly frustrated, and fell back on their own established, structured, and approved program of reading. Teachers of older students, however, anticipated not only major change, but some directions for implementing that change. When this was not forthcoming, these teachers also essentially reverted to past methods. In contrast to primary teachers, however, there was not an established and uniform program of reading, condoned and encouraged by the administration, that teachers could fall back upon. In addition, because change was anticipated, this reversion to past methods was more frustrating for these

teachers than for the primary teachers. Any feeling of inadequacy or failure in implementation would be stronger in the latter group. Manifestations of such feelings were observed in the stronger criticisms, the higher resistance to acceptance, and the greater concern with CPP issues in general by these teachers than the primary teachers.

These are differences among teachers at Johnson School that exist at the level of classroom management, and any schoolwide program of implementation of CPP will have to recognize and deal with them. For example, administrators might anticipate more resistance from Distar teachers at the point where implementation of CPP starts to alter any present practices of that program. Non-primary teachers may need more encouragement, more feeling of participation than primary teachers, in order to overcome their stronger feelings of non-acceptance of CPP. In terms of what teachers have indicated as necessary for success of CPP in the classroom, they parallel what has been stated earlier: assistance in implementation, use of materials, and enforcement of the program both externally and internally. Increasingly, the aspect of representative participation of administration and faculty in the planning process appears to be needed.

Observations of Johnson School teachers have shown Johnson School to be an environment where individualized instruction as defined by CPP philosophy can take place. What inhibited the use of individualized instruction (particularly in the upper grades) were the rather traditional management policies for students such as age dictated grade levels and mandatory assignment of grades in reading. If older students with deficiencies in reading cannot get training at the level at which they are able to perform, the CPP program as presently envisioned cannot operate. If CPP is to be implemented and is to succeed, administrators and teachers must face the decision of whether or not they intend to undertake the rather large reorganization demanded by the change of such management policies.

Though it is not the intention to judge the feasibility of management policy change, most would agree the task is formidable. The size or difficulty of the task, however, cannot excuse it from its priority for success of CPP implementation. It is our strong contention that as a prerequisite to implementation in the school and classroom, school management policies must coincide with those prescribed in the CPP philosophy.

Implementation of CPP at Johnson Elementary School has clearly fallen short of teachers' and administrators' expectations. In light of the tendency towards teacher rigidity to change, the radical management policy change called for, the organizational difficulties with distribution of materials, and the perception among teachers and administrators that preparation was vastly inadequate, it is not at all surprising that the program did not bloom. What is evident is that the implementation of CPP involves major change at many levels. Perhaps this was not realized at the Central Office level, for even the common sense principles of instituting change were ignored. However, the experiences of the past year at Johnson School provide data for constructing an approach for successful implementation for the future. Hopefully, such data will aid other schools with similar experiences. With this goal in mind, the following recommendations are proposed:

- 1) That the prerequisite policies for managing students (age dictated grade levels, assigning of reading grades, etc.) in Continuous Programs of Reading be specified more clearly, and that expectations be made clear that the school will change those policies in conflict with CPP before implementation begins.
- 2) That time be allotted for policy change and that assistance from outside agencies be sought for facilitation of that change.
- 3) That a firm date be established for each school by which all CPP materials for Continuous Progress of Reading will have been delivered.
- 4) That programs (workshops, inservice programs, program learning materials, etc.) be established to insure the extent to which teachers and administrators are knowledgeable in the theory, practice, and proposed consequences of CPP in Reading, and that teachers and administrators become proficient in the technical skills needed for CPP.

- 5) That a general model for implementation at the school and classroom levels be constructed by the designers of CPP and distributed to all schools.
- 6) That the expectation be made clear that it is the responsibility of the school personnel (primarily teachers and administrators) to design a program of implementation of CPP that relates to the unique aspects of their school.
- 7) That participation in the planning of the implementation process be representative of faculty and administration, and that outside assistance from planning specialists be made available.
- 8) That the goal for implementation be set for the end of the coming school year, and that formal evaluation of the extent of implementation be conducted the following year.
- 9) That the Continuous Progress Program for Reading be guaranteed a trial period of at least two more years.

It is our hope that the results of this study will be of assistance to Johnson School in furthering the implementation of CPP and in re-evaluating the goals for the program for the coming year.

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#### LIST OF APPENDICES

- A. Gough-Sanford Attitude Scale
- B. Johnson School Questionnaire: Teachers' Evaluations of CPP
- C. Pre and Post Test Administered at Beginning and End of School Year to Assess Teachers' Grouping Procedures
- D. Key Informant Interviews: List of Questions Asked Teachers and Administrators
- E. Observation Instrument (Cerli) and Form Used for Recording Classroom Observations

APPENDIX A

GOUGH - SANFORD ATTITUDE SCALE

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

### ATTITUDE SCALE

Please read each statement and then mark the space in front of each question according to your agreement or disagreement as follows:

- |                         |                            |
|-------------------------|----------------------------|
| +3 I agree very much    | -1 I disagree a little     |
| +2 I agree on the whole | -2 I disagree on the whole |
| +1 I agree a little     | -3 I disagree very much    |

- \_\_\_\_\_ 1. I am often the last one to give up trying to do a thing.
- \_\_\_\_\_ 2. There is usually only one best way to solve most problems.
- \_\_\_\_\_ 3. I prefer work that requires a great deal of attention to detail.
- \_\_\_\_\_ 4. I often become so wrapped up in something I am doing that I find it difficult to turn my attention to other matters.
- \_\_\_\_\_ 5. I dislike to change my plans in the midst of an undertaking.
- \_\_\_\_\_ 6. I usually maintain my own opinions even though many other people may have a different point of view.
- \_\_\_\_\_ 7. I find it easy to stick to a certain schedule, once I have started it.
- \_\_\_\_\_ 8. I do not enjoy having to adapt myself to new and unusual situations.
- \_\_\_\_\_ 9. I prefer to stop and think before I act even on trifling matters.
- \_\_\_\_\_ 10. I try to follow a program of life based on duty.
- \_\_\_\_\_ 11. I usually find that my own way of attacking a problem is best, even though it doesn't always seem to work in the beginning.
- \_\_\_\_\_ 12. I am a methodical person in whatever I do.
- \_\_\_\_\_ 13. I think it is usually wise to do things in a conventional way.
- \_\_\_\_\_ 14. I always finish tasks I start, even if they are not very important.
- \_\_\_\_\_ 15. I often find myself thinking of the same tunes or phrases for days at a time.
- \_\_\_\_\_ 16. I have a work and study schedule which I follow carefully.
- \_\_\_\_\_ 17. I usually check more than once to be sure that I have locked a door, put out a light, or something of the sort.
- \_\_\_\_\_ 18. I have never done anything dangerous for the thrill of it.
- \_\_\_\_\_ 19. I believe that promptness is a very important personality characteristic.
- \_\_\_\_\_ 20. I am always careful about my manner of dress.

APPENDIX B

JOHNSON SCHOOL QUESTIONNAIRE: FORM FOR  
OBTAINING TEACHERS' EVALUATIONS FOR CPP

Name \_\_\_\_\_

Johnson School Questionnaire

The following questionnaire is intended to survey your opinions concerning your reading program, and to give you an opportunity to respond to your experience with Continuous Progress. To insure the confidentiality of your personal responses, please use the envelope provided when you have completed the questions. Please try to respond to all questions, and if you need more space, feel free to use the back of the page. In that time is limited, you are encouraged to work efficiently.

PART 1

- 1) Were the workshops last fall concerning Continuous Progress helpful or worthwhile?
  
  
  
  
  
  
  
  
  
  
- 2) Are you using an established program of reading, and if so, which one?  
(Distar, etc.)
  
  
  
  
  
  
  
  
  
  
- 3) What is your idea of teaching reading? That is, how do you define the teaching of reading for your students at your level?

- 4) What materials do you use for your reading class? (texts, workbooks, etc.)
- 5) Were you hesitant or willing to begin Continuous Progress?
- 6) How do you feel about it now?
- 7) How do you view parental assistance or involvement in the teaching of reading?
- 8) If you have divided your class into smaller reading groups, would you briefly explain how you decided which students should go into each group?
- 9) Would you explain briefly how you evaluate your student's progress and how you diagnose where a child is in his development?

10) How do you deal with the introduction of new students into your class during the year in terms of reading?

11) In general, how do you plan your curriculum for reading?

12) Are there any unique reading curriculum tools or methods you have produced this year?

13) How do you keep you pupil records? (mastery cards, charts, etc.)

14) Do you feel that your reading program is much different now than before Continuous Progress was instituted, and if so, in what ways?

15) Do you feel you understand the philosophy behind Continuous Progress for reading? What do you see as its primary intent?

16) Since the Chicago School Board has mandated the institution of Continuous Progress, what suggestions do you have for improving the program or making it more successful?

17) Do you think it is working? Why or why not?

PART 2

Please circle an appropriate response and/or add further comment.

1) With respect to my reading class,

- a) individual students work at their own individual pace.
- b) each small group progresses together.
- c) the class proceeds essentially at one pace.
- d) other \_\_\_\_\_

Further comment:

2) In my reading class,

- a) students are given the same tests at the same time.
- b) small groups are given the same tests at the same time.
- c) individuals take the same test, but whenever they are ready.
- d) other \_\_\_\_\_

Further comment:

3) For reading class, each student uses basically

- a) the same learning materials.
- b) the same materials as his small group only.
- c) quite a few different materials from the rest of the group.
- d) other \_\_\_\_\_

Further comment:

4) When it comes to reading, I

- a) usually talk and work with students as a class.
- b) usually talk and work with small groups of students.
- c) usually talk and work with individual students.
- d) other \_\_\_\_\_

Further comment:

5) During reading when students are doing seatwork, they

- a) work mostly by themselves.
- b) work and talk together in their small groups.
- c) work and talk together generally regardless of groups.
- d) other \_\_\_\_\_

Further comment:

6) My reading program is mostly

- a) individualized instruction.
- b) a combination of individualized and group instruction.
- c) group or class instruction.
- d) class instruction.
- e) other \_\_\_\_\_

Further comment:

APPENDIX C

PRE AND POST TEST ADMINISTERED AT BEGINNING AND END  
OF SCHOOL YEAR TO ASSESS TEACHERS' GROUPING PROCEDURES

NAME \_\_\_\_\_

1. When you think about your reading class now, how many groups of students can you differentiate who are working at different levels? A circle represents a group. Indicate the number of students in each group.



1



2



3



4



5

2. For each of these groups, briefly indicate what the students are presently working on.



1

This group is working on \_\_\_\_\_  
\_\_\_\_\_



2

This group is working on \_\_\_\_\_  
\_\_\_\_\_



3

This group is working on \_\_\_\_\_  
\_\_\_\_\_



4

This group is working on \_\_\_\_\_  
\_\_\_\_\_



5

This group is working on \_\_\_\_\_  
\_\_\_\_\_

APPENDIX D

KEY INFORMANT INTERVIEWS: LIST OF QUESTIONS  
ASKED TEACHERS AND ADMINISTRATORS

May 28, 1975

### Key Informant Interview: Johnson School

Name \_\_\_\_\_

1. Is CPP working in your opinion?
2. How do you feel about preparation for CPP? What would you suggest for next year? Do you feel that you need more preparation; and what about new teachers?
3. How do you think teachers in the school have accepted CPP?
4. Do you think CPP makes any difference in the way teachers teach reading?
5. What do you think about the mastery cards? How necessary are they? What about record keeping? Suggestions?

1

6. Do you think teachers would understand CPP if they were taught the theoretical framework underlying it? Is this needed?

7. What do you see as the major difficulty in implementing CPP?

8. How do you predict CPP and its development for next year?

9. What do you perceive as the administrative problems in implementing the program? How would you administer the program next year?

APPENDIX E

OBSERVATION INSTRUMENT (CERLI) AND FORM USED  
FOR RECORDING CLASSROOM OBSERVATIONS

Teacher \_\_\_\_\_  
 Class \_\_\_\_\_

Date \_\_\_\_\_  
 Time \_\_\_\_\_

|   | C | T | E | M |
|---|---|---|---|---|
| S |   |   |   |   |
| I |   |   |   |   |
| A |   |   |   |   |
| R |   |   |   |   |

Comments, other observations

Legend

(iii) - one person talking over  
 extended time

x - mistake, eliminate, omit



- Teacher/Student response